

Choices Not Chances Scripts

Introduction

The following activities focus on three dilemmas that many teens and younger children confront. Any of these dilemmas can potentially result in gun violence. Each type of dilemma comprises two or three scenarios. You may choose to complete any combination of them depending on the needs of your audience.

- | | |
|---------------------------------|-------------|
| • Gangs (3 scenarios) | Pages 3–14 |
| • Dating Violence (3 scenarios) | Pages 14–24 |
| • Bullying (3 scenarios) | Pages 25–35 |

The activity guides include brief scripts that set up events leading to a decision, where teens and pre-teens must think about what they would do when faced with the same situation. After a decision is reached, a variety of consequences (school-based, medical, legal, and emotional) are discussed.

These decision trees are designed to help adolescents learn possible consequences that can be applied to a variety of potential real life dilemmas.

Preparation

- Read through the scenarios to select the ones you wish to incorporate in your presentation.
- Always show the consequences of the decision that was not chosen as well. This will allow children to see where their lives may be led by making different decisions.
- Using the local school district's policies, fill in the SCHOOL CONSEQUENCES for your selected scenarios, based on the events described in the script.
- Duplicate the script cards found on pages 31–40 (the number needed for each card is listed).
- Decide how you want to set up the script readings. These scenarios are divided into very brief acts and don't require any staging or props. The activities are set up for adolescents to simply read the lines aloud from their seats, trading parts with each scene.

NOTE: There are some potentially embarrassing or even humiliating lines in some of the scripts, and you might want to take the emotional maturity of the group into consideration when assigning parts to read.

- You may choose to have a board or chart paper available to record decisions and consequences during the activities.

Tips for Presenters

- Provide a box in the presentation area for anonymous questions.
- Visual aids may greatly enhance the presentation.
- You may consider breaking up the group by gender in order to get a more honest response from participants.
- Do some research on “reporting” versus “snitching.” Reporting is usually done when someone is trying to help. Snitching might be done in order to keep the individual doing the snitching out of trouble.

DILEMMA I: GANGS

Gang Scenario 1: Andy, Josh, and Nick

(Two gang members try to intimidate a boy into burglarizing a house.)

1. **Introduction:** Presenter reads the following paragraph aloud to class.

Josh and Andy are sophomores and are members of a gang. Nick is a freshman who lives next door to Josh and has always looked up to him. He lives with his mom and sister and has never had many friends.

2. **Scene 1:** Choose four children to read the parts of the narrator, Josh, Andy, and Nick. Pass out script cards (see page 36).
3. Class listens to the reading of **Scene 1**.

Script Card: Gangs 1, Scene 1

NARRATOR: Josh and Andy are hanging out on Josh's porch before school. Nick comes outside to walk to school.

ANDY: Where ya going, Nick?

NICK: To school.

ANDY: Come over here for a second.

NARRATOR: Nick walks over.

ANDY: We think you should hang with us instead of going to school.

JOSH: Yeah, Nick, hang out with us!

NICK: That does sound more fun.

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

Should Nick go to school or skip school to hang out with Josh and Andy?

Decision A: Nick goes to school.

Decision B: Nick decides to skip school.

5. **Consequences:**

Decision A: If the majority vote goes with Decision A, explain that because of that choice, Nick will do well in school, making the honor roll. He starts hanging out with a new guy he meets at school, and they remain friends throughout high school and graduate at the top of their class. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of Nick skipping school and joining Andy and Josh become clear in the next scenes.

6. **Scene 2:** You may choose four different children to read the next scene (once again setting a narrator, Josh, Andy, and Nick). Pass out script cards #2.
7. Class listens to the reading of **Scene 2**.

Script Card: Gangs 1, Scene 2

NARRATOR: The three boys continue to sit on Josh's porch. They start to get bored.

NICK: So what should we do?

JOSH: We could play some video games, but my system is dead.

ANDY: Yeah, mine too. Hey, I know of a house over on Boulevard that has a brand-new game system.

JOSH: Yeah, let's check that out!

NARRATOR: Josh and Andy start to walk away, Nick hesitates.

ANDY: What are you scared of man? No one will be home.

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

Should Nick go along with them, or say he doesn't think it's a good idea?

Decision A: Nick says he doesn't think it's a good idea and heads to school.

Decision B: Nick decides to go with them to break into the house.

9. **Consequences:**

Decision A: If the majority vote goes with Decision A, explain that because of that choice, Nick will get a tardy slip for being late to class, but otherwise he will do well in school, making the honor roll. He starts hanging out with a new guy he meets at school, and they remain friends throughout high school and graduate at the top of their class. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of Nick joining Andy and Josh to break into the house become clear in the next scene.

10. **Scene 3:** Choose three different children to read the next scene (this time, you only need a narrator, Josh, and Andy). Pass out script cards #3.
11. Class listens to the reading of **Scene 3**.

Script Card: Gangs 1, Scene 3

NARRATOR: All three boys sneak through the backyard to the rear of the empty house.

ANDY: Nick, stay out here and let us know if you see anyone coming.

NARRATOR: Andy and Josh break a window and enter the house.

JOSH: I'll grab the game system. What about the games?

ANDY: Yeah, get some games, too. I'll get the TV off the wall.

JOSH: Hey look! There's a gun over there on that shelf.

ANDY: Oh, cool!

12. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

Should they steal the gun or leave it in the house?

Decision A: They decide not to touch the gun and to leave the house before anyone gets home.

Decision B: They decide to steal the gun.

13. **Consequences:** Read each decision paragraph aloud, and then ask children to predict what would be the legal, school-based, medical, and emotional ramifications of each of these decisions. When the class has discussed each possibility fully, read any provided examples.

Decision A: As they are walking back to Josh's house, the boys are stopped by a police officer who is responding to a burglary call. He questions them about all of the electronics they were carrying, and the boys can't explain why they have all the stuff they are carrying. All three boys are arrested and taken to the police station for questioning.

What do YOU think happened to them next?

Legal: [Example: All three boys are 16 and older, and they are all directly filed into Adult Court. Even though Nick was just a lookout, all three boys are charged with Burglary/Class B Felony (6–20 years in prison), Criminal Gang Activity/Class D Felony (6 months–3 years in prison), and Theft/Class D Felony (6 months–3 years in prison). Andy already has a record, so gets more time.]

NOTE: Class B Felony Burglary does not always get directly filed into Adult Court but in this case it is filed along with the Criminal Gang Activity which is always a Direct File for those 16 years and

older. If the boys were 14–15 years old, their cases would be filed in Juvenile Court, but the Prosecutor could ask the Judge to waive all the boys to Adult Court.

School: Be aware of what your school’s policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

According to **IC 20-33-8-15**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.

Emotional: [Open discussion of possible emotional consequences to all three boys.]

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: While the boys are still in the house, the homeowner comes home and surprises them. Andy, who is holding the gun, points it at the homeowner and tells him to back off. The homeowner walks towards him, and Andy shoots him.

What do YOU think happened to them next?

Legal: [Example: All three boys are 16 and older, so they are all directly filed into Adult Court. All three boys are charged with Attempted Murder or Murder (45–65 years in prison) depending on whether the homeowner dies, Burglary/Class A Felony (20–50 years in prison), and Theft/Class D Felony (6 months–3 years in prison). Even though Nick did not go into the house and only acted as the lookout, he is charged with the same crimes for being an accomplice.]

NOTE: If the boys had not been charged with Murder or Attempted Murder, they could have been charged with Burglary/Class A Felony and Theft/Class D Felony. These two charges are not directly filed into Adult Court, but all three boys are over 14 years old so the Prosecutor can ask the Judge to waive them to Adult Court. If the boys had been under 14 years old the case would stay at Juvenile Court and all the boys could be sent to a Secure Treatment Facility or Juvenile Department of Correction Facility until they are 18 years of age.

School: Be aware of what your school’s policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

According to **IC 20-33-8-15**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.

Medical: [Example: The home owner was shot in the chest. He was taken to the hospital by ambulance. Once there, doctors inserted a chest tube to drain the blood from his chest cavity.]

Emotional: [Open discussion of possible emotional consequences, to all three boys and the homeowner and his family.]

.....

Gang Scenario 2: Juan and Oscar

(A boy's friend decides to rob a homeless man at knifepoint as part of a gang recruitment.)

1. **Introduction:** Presenter reads the following paragraph aloud to class.

Juan and Oscar have been friends for quite some time. Juan is a member of a local gang and he wants Oscar to join as well. Oscar isn't sure he wants to join, but he also doesn't want to lose his friendship with Juan.

2. **Scene 1:** Choose three children to read the parts of the narrator, Juan and Oscar. Pass out script cards (see page 37).
3. Class listens to the reading of **Scene 1**.

Script Card: Gangs 2, Scene 1

NARRATOR: Juan and Oscar are walking down the street to go play basketball at the park with some buddies.

JUAN: Man, it's gonna be a hot one today.

OSCAR: Yeah. It will make for a good game though.

NARRATOR: They see a homeless man sitting on the street corner shaking a cup and asking people for money.

OSCAR: Hey, look at that guy over there!

JUAN: Oh, it's Salvador. He's always out here, begging for money. Hey, man... let's take it!

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Oscar do?

Decision A: Try to talk Juan out of robbing the homeless man.

Decision B: Go along with Juan and take the homeless man's money.

5. **Consequences:**

Decision A: If the majority vote goes with Decision A, explain that because of that choice, Oscar was able to convince Juan to leave the homeless man alone and continue to the park for their game. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of Oscar joining Juan in robbing the homeless man become clear in the next scenes.

6. **Scene 2:** Choose three different children to read the next scene (the narrator, Juan, and the homeless man). Pass out script cards #2.

7. Class listens to the reading of **Scene 2**.

Script Card: Gangs 2, Scene 2	
NARRATOR:	Oscar walks up to the homeless man and starts talking to him so he is distracted. The homeless man explains that he is out of work and needs money to support his kids.
JUAN:	Give me the money old man, or you'll get hurt.
NARRATOR:	Juan tries to take his cup of money from him.
HOMELESS MAN:	No, please don't! I'm just out here trying to support my family. I got laid off from work.
JUAN:	Hey Oscar, stab him so I can get the money... Prove yourself!

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Oscar do?

Decision A: Tell Juan he doesn't want to be in the gang and that robbing the man isn't a good idea.

Decision B: Do what Juan says so he can be in the gang.

9. **Consequences:** Read each decision paragraph aloud, and then ask children to predict what would be the legal, school-based, medical, and emotional ramifications of each of these decisions. When the class has discussed each possibility fully, read any provided examples.

Decision A: If the majority vote goes with Decision A, explain that because of that choice, Oscar and Juan had an argument in which Juan finally threatened Oscar with the knife. Oscar ran. Juan stabs the homeless man himself and gets the money cup. There is \$1.57 inside the cup. Juan leaves the knife behind and runs home. A woman was walking to the park with her dog and saw the whole incident. She calls the police and ambulance, and the homeless man is rushed to the hospital. The woman was able to give an accurate description of Juan, and he was arrested two days later.

What do YOU think happened to Juan next?

Legal: [Example: If Juan is 16 years or older, his case would be directly filed into Adult Court. Juan would be charged with Robbery/Class A Felony (20–50 years in prison) if the homeless man is seriously injured. He could also be charged with Robbery/Class B Felony (6–20 years in prison) for using a deadly weapon.

If Juan is 14 to 16 years old, the Prosecutor could ask to have Juan waived to Adult Court. If he is less than 14 years old, the case would stay at Juvenile Court and Juan could be sent to a Secure Treatment Facility or Juvenile Department of Correction Facility until he is 18 years of age.

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

According to **IC 20-33-8-15**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.

Medical: [Example: The homeless man was rushed into the operating room for an exploratory *laparotomy* (incision in the abdomen) with injuries noted to the lung, diaphragm, and spleen. The diaphragm and spleen were repaired and a chest tube was placed. The doctors managed to save his life.]

Emotional: [Open discussion of possible emotional consequences, to both boys and the homeless man.]

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: Oscar stabs the man in the stomach and Juan takes the money. There is \$1.57 inside the cup. The boys leave the knife behind and run to Oscar's house. They were unaware that a woman was walking to the park with her dog and saw the whole incident. She calls the police and ambulance, and the homeless man is rushed to the hospital. The woman was able to give an accurate description of Juan and Oscar and they were arrested two days later.

While being questioned, Juan tells the police that everything was Oscar's idea and that he was the one that stabbed the man. Oscar claims to not know anything about the situation or have done anything wrong, thinking that Juan is doing the same.

What do YOU think happened to Juan and Oscar next?

Legal: [Example: If Juan and Oscar are 16 years or older, their case would be directly filed into Adult Court. Juan and Oscar would be charged with

Robbery/Class A Felony (20–50 years in prison) if the homeless man is seriously injured. They could also be charged with Robbery/Class B Felony (6–20 years in prison) for using a deadly weapon.

If Juan and Oscar are 14 to 16 years old, the Prosecutor could ask to have them waived to Adult Court. If they are less than 14 years old, their cases would stay at Juvenile Court and both of them could be sent to a Secure Treatment Facility or Juvenile Department of Correction Facility until they are 18 years of age.]

School: Be aware of what your school’s policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

According to **IC 20-33-8-15**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.

Medical: [Example: The homeless man was rushed into the operating room for an exploratory *laparotomy* (incision in the abdomen) with injuries noted to the lung, diaphragm, and spleen. The diaphragm and spleen were repaired and a chest tube was placed. The doctors managed to save his life.]

Emotional: [Open discussion of possible emotional consequences, to both boys and the homeless man.]

.....

Gang Scenario 3: Desmond and Roman

(Bystanders witness a gang attack.)

1. **Introduction:** Presenter reads the following paragraph aloud to class.
Desmond is a 14-year-old boy who lives with his mom. His father is in prison. Desmond is an average student and has joined a local gang with his neighbor, Roman.
2. **Scene 1:** Choose one child to read the part of the narrator. Pass out script cards (see page 38).
3. Class listens to the reading of **Scene 1**.

Script Card: Gangs 3, Scene 1

NARRATOR: Roman and Desmond are walking out of school and they see Nathan, another student, getting on his bike. Roman suggests they jump Nathan and steal his bike.

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Desmond do?

Decision A: Desmond tells Roman he isn't willing to go to jail for anyone, even the gang.

Decision B: Desmond decides to go along with Roman and beat up Nathan to steal his bike.

5. **Consequences:**

Decision A: Desmond decides that he doesn't want to follow in his father's footsteps, and he wants to turn his life around. Desmond warns Nathan about Roman's plans to jump him, and they later become friends. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of Desmond joining the gang become clear in the next scenes.

6. **Scene 2:** Choose three different children to read the next scene (the rest of the class will chant the group encouragements). Pass out script cards #2.
7. Class listens to the reading of **Scene 2**.

Script Card: Gangs 3, Scene 2

DESMOND: Hey, nice bike. Our gang could really use one!

NATHAN: No, I just bought this. Go get your own.

DESMOND: We'd rather just take yours!

NARRATOR: Roman and Desmond surround Nathan and start punching him. A large group gathers to watch the fight, and they start cheering them on.

GROUP OF KIDS: (Cheering)

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should the bystanders— the group of children—do?

Decision A: Someone in the crowd calls 911 to report the fight.

Decision B: Nobody in the crowd tries to stop the attack. The group continues to cheer on Desmond and Roman.

9. **Consequences:**

Decision A: Call 911 to report the fight. Police arrive and stop the fight before anyone gets seriously hurt. (See consequences from Scene 3 for the police actions.) NOTE: After showing the consequences of Decision

A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of the mob taking no action become clear in the next scene.

10. **Scene 3:** Choose three different children to read the next scene (narrator, female Presenter, and Desmond, with the rest of the class adding the chants). Pass out script cards #3.

11. Class listens to the reading of **Scene 3**.

Script Card: Gangs 3, Scene 3

NARRATOR: A teacher hears the cheering from her classroom and sees the fight going on. She calls the police. The fight continues, and the teacher tries to stop it.

TEACHER: Break it up, break it up!

GROUP OF KIDS: (Continue to cheer on Desmond and Roman)

DESMOND: Get back here, Nathan!

NARRATOR: Desmond goes to hit Nathan and hits the teacher instead. The police then arrive. Officers speak with some of the students who witnessed the fight.

12. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should the bystanders tell the police?

Decision A: Tell the police the truth of what happened and who was involved.

Decision B: Lie to the police, and say they don't know who was fighting.

13. **Consequences:** Read each decision paragraph aloud, and then ask children to predict what would be the legal, school-based, medical, and emotional ramifications of each of these decisions. When the class has discussed each possibility fully, read any provided examples.

Decision A: Kids in the crowd tell the police everything they witnessed. Desmond and Roman are arrested. Desmond tells the police that Roman forced him to attack Nathan as a part of the gang. He never meant to hurt the teacher.

What do YOU think happened next?

Legal: [Example: Desmond and Roman are both 14 years old so the cases are filed in Juvenile Court. Both are arrested for Battery/Class A Misdemeanor on Nathan (0–1 year in jail if committed by an adult) and Criminal Gang Activity/Class D Felony (6 months–3 years in prison if committed by an adult).]

Desmond is also charged with Battery/Class D Felony on the teacher (6 months–3 years in prison if committed by an adult).]

NOTE: Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction. If either Desmond or Roman have been in trouble before, the Prosecutor could ask the Judge to waive them to Adult Court on the Criminal Gang Activity charge alone. If they had been over 16 years of age, their cases would have been directly filed into Adult Court.

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

According to **IC 20-33-8-15**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.

Medical: [Example: Nathan's wounds were mostly bruises and scrapes that healed slowly over several days. The teacher's face was badly bruised, but no permanent damage was done.]

Emotional: [Open discussion of possible emotional consequences, to both Nathan and the teacher. Ask, what are the duties of bystanders?]

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: Desmond and Roman are arrested. The teacher tells the police that it was Desmond who struck her. Desmond tells the police that Roman forced him to attack Nathan as a part of the gang. He never meant to hurt the teacher.

What do YOU think happened next?

Legal: [Example: The bystanders who have lied to the police can be charged with Obstruction of Justice/Class D Felony (6 months–3 years in prison if committed by an adult). Desmond and Roman are both 14 years old so the cases are filed in Juvenile Court. Both are arrested for Battery/Class A Misdemeanor on Nathan (0–1 year in jail if committed by an adult) and Criminal Gang Activity/Class D Felony (6 months–3 years in prison if committed by an adult).

Desmond is also charged with Battery/Class D Felony on the teacher (6 months–3 years in prison if committed by an adult).]

NOTE:	Any of the bystanders who are under the age of 18 will be charged in Juvenile Court. Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction. If the bystanders have been in trouble before, the Prosecutor could ask the Judge to waive them to Adult Court on the Obstruction of Justice charge.
School:	Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors. According to IC 20-33-8-15 , a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.
Medical:	[Example: Nathan's wounds were mostly bruises and scrapes, which healed slowly after several days. The teacher's face was badly bruised, but no permanent damage was done.]
Emotional:	[Open discussion of possible emotional consequences, to both Nathan and the teacher. Ask, what are the duties of bystanders?]

DILEMMA II: DATING VIOLENCE

Dating Violence Scenario 1: Jasmine and Danny

(A boy's jealousy for his girlfriend turns deadly.)

1. **Introduction:** Presenter reads the following paragraph aloud to class.

Jasmine is 14 years old. She has always been kind of shy and does very well in school. Jasmine has been dating Danny for three months. He plays for the high school basketball team.

2. **Scene 1:** Choose three children to read the parts of the narrator, Jasmine, and Danny. Pass out script cards (see pages 39–40).
3. Class listens to the reading of **Scene 1**.

Script Card: Dating Violence 1, Scene 1

NARRATOR: In the past few weeks Danny has been telling Jasmine she is spending too much time with her best friend Ashley and not enough time with him.

DANNY: Let's hang out tonight.

JASMINE: I can't tonight. I'm going to the mall with Ashley after school to get some new earrings.

DANNY: You just saw Ashley last night. You should spend more time with me, I'm your boyfriend! What? Is she more important to you than I am?

JASMINE: No, but she is my best friend...

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Jasmine do?

Decision A: Jasmine goes shopping at the mall with Ashley.

Decision B: Jasmine feels guilty and decides not to go to the mall with Ashley. She goes to Danny's house instead.

5. **Consequences:**

Decision A: If the majority vote goes with Decision A, explain while at the mall, the girls talk about Danny. Ashley tells Jasmine she doesn't like how controlling and manipulative Danny is getting. Jasmine realizes Ashley is right and decides to break things off with Danny.

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of Jasmine following Danny's orders become clear in the next scenes.

6. **Scene 2:** Choose three different children to read the next scene (once again setting a narrator, Jasmine, and Danny). Pass out script cards #2.
7. Class listens to the reading of **Scene 2**.

Script Card: Dating Violence 1, Scene 2

NARRATOR: Jasmine and Danny are watching a movie at his house.

DANNY: Could this movie be any cheesier? This acting stinks!

JASMINE: Oh, he is my favorite actor. He is so cute!

DANNY: You think he's cuter than me?

JASMINE: Of course not.

DANNY: If you think he's so cute, go find someone more like him!!

JASMINE: I don't want to be with anyone else!!

DANNY: Shut up!! You are always lying!!

NARRATOR: Danny becomes so angry he hits Jasmine.

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Jasmine do?

Decision A: After she leaves Danny's house, Jasmine goes home and talks to her mom about what happened.

Decision B: Jasmine doesn't tell anyone what happened and covers up the bruise on her face so no one will find out.

9. **Consequences:**

Decision A: If the majority vote goes with Decision A, explain that Jasmine and her mother decide to call the police and make a report. Danny is arrested for Battery/Class A Misdemeanor (0–1 year in jail if committed by an adult). NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of Jasmine hiding Danny's attack are explored in the next scene.

10. **Scene 3:** Choose three different children to read the next scene (narrator, Jasmine, and Danny). NOTE: This is a longer scene than the others, so you might want to break it into two parts, using different children in the parts. Pass out script cards #3.

11. Class listens to the reading of **Scene 3**.

Script Card: Dating Violence 1, Scene 3

NARRATOR: The next day at school, Danny apologizes for what happened at his house. He tells Jasmine it won't happen again and gives her a bracelet. Jasmine forgives Danny. Two days later, the couple goes to a party with some friends. There, Danny sees Jasmine and Ashley talking to members of his basketball team.

DANNY: Come on Jasmine, we are leaving.

JASMINE: No, I'm not ready to leave.

DANNY: You're making me look bad and embarrassing me by flirting with these guys.

JASMINE: We weren't flirting, Danny, just talking about your upcoming game.

DANNY: I don't care! You don't need to be talking to anyone else. Come on, let's go.

JASMINE: NO!

NARRATOR: Danny drags Jasmine by her arm outside.

JASMINE: Stop, you're hurting me!

NARRATOR: Ashley comes outside and sees the argument. Danny pushes Jasmine into the car.

DANNY: Listen Jasmine, I love you. I don't want you to be with anyone else, ever! If you can't understand that then maybe you don't want to be with me.

NARRATOR: Danny pulls out a gun.

JASMINE: Danny, where did you get that? You're scaring me!

DANNY: If you're not going to be with me then you won't be with anyone!

12. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Ashley do?

Decision A: She thinks it's just a little argument and doesn't want to get involved. She goes back into the house.

Decision B: Ashley calls the police when she sees Danny shove Jasmine into the car.

13. **Consequences:** Read each decision paragraph aloud, and then ask children to predict what would be the legal, school-based, medical, and emotional ramifications of each of these decisions. When the class has discussed each possibility fully, read any provided examples.

Decision A: Jasmine screams and tries to get out of the car. Danny shoots her in the face at point-blank range killing her instantly. Neighbors hear the gunshot and call the police.

What do YOU think happened next?

Legal: [Example: Danny is 16 years old so his case is directly filed into Adult Court. He is charged with Murder (45–65 years in prison).]

School: As a result of the legal consequences in this scenario, the student would be in prison and would not be able to complete high school with friends. The student may be able to get a GED while in prison.

Emotional: [Open discussion of possible emotional consequences to Ashley.]

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The police arrive. Officers find Danny with the gun and arrest him.

What do YOU think happened to them next?

Legal: [Example: Danny can be charged with Criminal Confinement/Class C Felony (2–8 years in prison if committed by an adult), Intimidation/Class D Felony (6 months–3 years in prison if committed by an adult), Pointing a Firearm/Class D Felony (6 months–3 years in prison if committed by an adult), Carrying a Handgun without a License/Class A Misdemeanor (0–1 year in jail if committed by an adult), Battery/Class A Misdemeanor (0–1 year in jail if committed by an adult), Domestic Battery/Class A Misdemeanor (0–1 year in jail if committed by an adult).]

NOTE: If someone is found guilty of Criminal Confinement/Class C Felony in either Adult or

Juvenile Court, the Prosecutor can ask the Judge to order them to register as a Sex or Violent Offender.]

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

Emotional: [Open discussion of possible emotional consequences, to Jasmine and Ashley.]

Dating Violence Scenario 2: Will and Tyra

(A girlfriend turns teasing into hurtful words.)

1. **Introduction:** Presenter reads the following paragraph aloud to class.

Will is 15 years old. He is the class clown of his grade, always one to make a joke, especially about his weight. He is slightly overweight and secretly insecure. But of course, he would never tell anyone that. He lives with his mother, brother, and sister. His father died of a heart attack two years ago. Will started dating Tyra five months ago. Tyra is 16 and one of the most popular girls in the school.

2. **Scene 1:** Choose three children to read the parts of the narrator, Will, and Tyra. Pass out script cards (see page 41).
3. Class listens to the reading of **Scene 1**.

Script Card: Dating Violence 2, Scene 1

NARRATOR: Will and Tyra are at a party with their friends. Will is eating some chips.

TYRA: Will, I think you've had enough to eat. You're going to get even fatter if you keep eating!

WILL: Tyra, stop. I've only had a few chips.

TYRA: Yeah, right. You've been at the snack table all night!

WILL: No, I haven't. You're starting to make a scene.

TYRA: Who cares? Everyone knows how fat you've gotten since last year!

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Will do?

Decision A: Will decides to leave the party and end his relationship with Tyra.

Decision B: Will stays at the party.

5. **Consequences:**

Decision A: If the majority vote goes with Decision A, explain that this choice allows Will to regain his self-respect. He will eventually find a nice

girl to date who loves and accepts him for who he is. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: Tyra continues to verbally abuse Will.

6. **Scene 2:** Choose three different children to read the next scene (Narrator, Tyra, and Will). Pass out script cards #2.
7. Class listens to the reading of **Scene 2**.

Script Card: Dating Violence 2, Scene 2

NARRATOR: Will pleads with Tyra to stop making fun of him in front of everyone at the party, but she continues. Everyone is beginning to stare and laugh at Will. Tyra gets louder and becomes physically and verbally abusive.

TYRA: Hey everyone, they just cut the cake. You better hurry if you want some before Will gets to it. He won't leave any for the rest of us!

WILL: Tyra, stop! Like I'm going to eat the entire cake!!

TYRA: Yeah, right, Will. We better keep an eye on you. Don't let Will eat all the cake!!

NARRATOR: Tyra pushes Will out of the way of the cake.

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should the other kids at the party who are watching this do?

Decision A: Stick up for Will and ask Tyra to stop making fun of him.

Decision B: Join Tyra and make fun of Will as well.

9. **Consequences:**

Decision A: If the majority vote goes with Decision A, explain that bystanders can do a lot of good in this type of situation. Tyra probably won't continue her abuse if she isn't getting support from the crowd. Not only that, but if the police become involved, Tyra could be charged with Battery/Class B Misdemeanor (up to 180 days in jail if committed by an adult). NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of the crowd doing nothing to help are explored in the next scene.

10. **Scene 3:** Choose three different children to read the next scene (narrator, Tyra, Will, and his friend Matt). NOTE: This scene is acted out, with no pre-set dialogue. You might want to allow your readers to work together to practice it.
11. Class listens to the reading of **Scene 3**.

Script Card: Dating Violence 2, Scene 3

NARRATOR: Tyra and the kids around them continue to make fun of Will. The scene escalates.

Players act out the following events:

- Tyra slaps Will in the face, and continues to yell and make fun of him.
- Will pushes through the crowd with his head down, leaving the party.
- Will's friend Matt follows him out. They discuss Will's relationship with Tyra.
- Matt expresses his concerns. He thinks Tyra is nothing but bad news for Will.

12. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

Should Will break up with Tyra?

Decision A: Will follows the advice of Matt and breaks up with Tyra.

Decision B: Will continues to date Tyra.

13. **Consequences:** Read each decision paragraph aloud, and then ask children to predict what would be the legal, school-based, medical, and emotional ramifications of each of these decisions. When the class has discussed each possibility fully, read any provided examples.

Decision A: Will's mom insists he call the police about her physical abuse. Enough people at the party witnessed her attacks to make it a clear case of assault.

What do YOU think happened next?

Legal: [Example: Tyra could be charged with Battery/Class B Misdemeanor (up to 180 days in jail if committed by an adult).]

NOTE: Tyra would be charged in Juvenile Court. Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction.

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

According to **IC 20-33-8-15**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.

IC 20-33-8-13.5 prohibits bullying on school grounds, off school grounds at a school activity, and traveling to or from school or a school

activity. It also sets the guidelines for schools' bullying policies.

Emotional: [Open discussion of possible emotional consequences to Will.]

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: Because of long-term effects of Tyra's abuse, Will's grades suffer. His self-esteem drops even lower, and he eventually drops out of school.

What do YOU think happened to them next?

Legal: [Example: Tyra could be charged with Battery/Class B Misdemeanor (up to 180 days in jail if committed by an adult).]

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

According to **IC 20-33-8-15**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.

IC 20-33-8-13.5 prohibits bullying on school grounds, off school grounds at a school activity, and traveling to or from school or a school activity. It also sets the guidelines for schools' bullying policies.

Emotional: [Open discussion of possible emotional consequences to Will.]

.....

Dating Violence Scenario 3: Hannah and Trent

(A girl's boyfriend becomes a control freak and a stalker.)

1. **Introduction:** Presenter reads the following paragraph aloud to class.

Hannah is a 16-year-old girl who comes from a loving and supportive family. Her parents are both respected community members who have good jobs. Hannah is an outgoing girl who is popular and involved in athletics and fashion. Hannah started dating Trent last year. Things seemed to be going well up until a few months ago when Hannah stopped hanging out as much with family and friends. She also dropped out of some of her after school activities.

2. **Scene 1:** Choose three children to read the parts of the narrator, Hannah, and her mom, Janice. Pass out script cards (see page 42).
3. Class listens to the reading of **Scene 1**.

Script Card: Dating Violence 3, Scene 1

NARRATOR: Hannah was getting ready for school one morning. Her mom, Janice, comes in to check on her.

JANICE: Are you ready, Hannah? It's time to leave for school.

HANNAH: Yeah, just a minute, Mom.

NARRATOR: Janice notices her daughter is dressing differently and not doing her hair and makeup.

JANICE: You're going to go to school like that? Why are you wearing one of your dad's old sweatshirts? And what have you done with your hair?

HANNAH: Trent says he likes the more natural look, no makeup and stuff.

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should the mom, Janice, do?

Decision A: Janice tells Hannah that she should choose her own style, not change to please anyone else. She needs to be herself.

Decision B: Janice tries to stay out of her daughter's personal business. She keeps her opinions to herself.

5. **Consequences:**

Decision A: Hannah took a long look at herself and agreed with her mother. She hurried to change and return to the look she prefers. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: Hannah goes to school looking the way she did when Janice came in. Trent was pleased, but other children began to wonder what was going on with her.

6. **Scene 2:** Choose three different children to read the next scene (once again setting a narrator, Hannah, and her mom, Janice). Pass out script cards #2.

7. Class listens to the reading of **Scene 2**.

Script Card: Dating Violence 3, Scene 2

NARRATOR: Janice and Hannah go out to lunch and shopping one Saturday afternoon. Trent called and texted Hannah at least 15 times during the lunch.

JANICE: Hannah, who keeps texting and calling you?

HANNAH: Trent.

JANICE: Is there an emergency? Why does he keep bugging you? What is so urgent that it can't wait until after we are done eating?

HANNAH: It's nothing, really. Trent likes to know what I'm doing, he's just checking in on me.

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Hannah do?

- Decision A:** Hannah confides in her mom that the texts and calls are overwhelming and making her nervous. She wants to distance herself from Trent, but doesn't know where to start.
- Decision B:** Hannah does not tell her mom anything. She thinks that the constant checking up on her is just his way of being protective and showing that he cares.

9. **Consequences:**

- Decision A:** Janice is concerned. She tells Hannah that this is not healthy behavior from a teen-age boyfriend. She advises her daughter to break up with Trent. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.
- Decision B:** The consequences of Hannah ignoring the warning signs of Trent's behavior are explored in the next scene.

10. **Scene 3:** This scene is described by a narrator only. Pass out script cards #3.

11. Class listens to the reading of **Scene 3**.

Script Card: Dating Violence 3, Scene 3

NARRATOR: Trent starts checking Hannah's social media and check-ins. Now he is showing up everywhere she goes, even when he is not invited. He shows up at all of her cheerleading practices, at the movies on a weekend night when she was out with her friends, and when she was out with her family for her grandma's birthday. This is starting to concern Hannah.

12. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Hannah do?

- Decision A:** Hannah breaks up with Trent, but decides not to tell anyone.
- Decision B:** Hannah doesn't break up with Trent. She doesn't tell anyone that she is getting scared of Trent and his possessive behavior.

13. **Consequences:** Read each decision paragraph aloud, and then ask children to predict what would be the legal, school-based, medical, and emotional ramifications of each of these decisions. When the class has discussed each possibility fully, read any provided examples.

- Decision A:** Trent continues to follow Hannah. His calls and texts increase. This scares Hannah even more so she finally tells her mother and she goes with her to file a police report to have him arrested.

What do YOU think happened next?

Legal: [Example: Trent is charged with Harassment/Class B Misdemeanor (up to 180 days in jail if committed by an adult) and Stalking/Class D Felony (6 months–3 years in prison if committed by an adult). Hannah is given a protective order.]

NOTE: Trent 's case would be filed in Juvenile Court but the Prosecutor could ask for the Judge to waive him to Adult Court due to the Stalking charge. Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction.

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

According to **IC 20-33-8-15**, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds.

Emotional: [Open discussion of possible emotional consequences to Hannah and Trent.]

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: Hannah withdraws from all of her friends and drops out of all of her activities. She doesn't talk to her mom anymore and starts sleeping all of the time. Hannah tells her mom that she is spending the night with a friend one weekend, but in reality she and Trent go away with each other. When Hannah doesn't respond to calls or texts and does not come home the next day, Janice starts to get worried and calls the police. Police find Hannah dead in a hotel room three days later. Trent is arrested and charged with her murder. He confesses to the murder while being questioned by the police.

What do YOU think happened to him next?

Legal: [Example: Trent is over 16 years old so his case is directly filed into Adult Court. He is charged with Murder (45–65 years in prison) and Stalking/Class C Felony (2-8 years in prison).]

School: As a result of the legal consequences in this scenario, the student would be in prison and would not be able to complete high school with friends. The student may be able to get a GED while in prison.

Emotional: [Open discussion of possible emotional consequences, to Hannah's family and friends.]

DILEMMA III: BULLYING

Bullying Scenario 1: Samantha

(A girl is bullied by the ex-girlfriend of her boyfriend.)

NOTE TO PRESENTER: Be sure to investigate school policy on reporting bullying before beginning this scenario.

1. **Introduction:** Presenter reads the following paragraph aloud to class.

Samantha is 13 years old. She lives with her mom and stepdad. Samantha has been dating Tyler for about a month. Tyler's ex-girlfriend Alexis is jealous of his new relationship.

2. **Scene 1:** Choose three children to read the parts of the narrator, Alexis, and Samantha. Pass out script cards (see page 43).
3. Class listens to the reading of **Scene 1**.

Script Card: Bullying 1, Scene 1

NARRATOR: Samantha is eating lunch in the school cafeteria when she is confronted by Alexis.

ALEXIS: So... Samantha. I hear you've started dating Tyler.

SAMANTHA: Yeah, we've been going out for about a month.

ALEXIS: I guess you don't know Tyler used to be with me. He still wants me.

SAMANTHA: I know you used to date, but he's with me now.

ALEXIS: So you think. But trust me, he'll be with me again. And if you don't break up with him, you're going to regret it. I'll make sure of it!

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Samantha do?

Decision A: After lunch Samantha goes to a teacher she trusts and tells her what Alexis said.

Decision B: Samantha doesn't think Alexis is serious. She ignores the threat.

5. **Consequences:**

Decision A: If the majority vote goes with Decision A, describe your own school district's policies for bullying/threatening another student. Legally, Alexis could be charged with Intimidation/Class A Misdemeanor (0–1 year in jail if committed by an adult). NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of ignoring the threat become clear in the next scenes.

6. **Scene 2:** The next scene is described by a narrator. If you choose, you might ask a couple of girls to act it out.). Pass out script cards #2.
7. Class listens to the reading of **Scene 2**.

Script Card: Bullying 1, Scene 2

NARRATOR: A few days later, Samantha and Alexis see each other in the hallway. Alexis purposely slams her shoulder into Samantha, causing Samantha to drop all of her books and causing her pain in her shoulder.

OPTIONAL: Two children act out the scene. Have some classmates laugh at the incident, while others come to help Samantha gather her books.

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Samantha do?

Decision A: Samantha tells her parents what happened. They go to the principal to see what can be done.

Decision B: Samantha continues to ignore the problem, hoping that Alexis will be satisfied with humiliating her and decide to leave her alone.

9. **Consequences:**

Decision A: If the majority vote goes with Decision A, describe your own school district's policies for physical bullying. Legally, Alexis could be charged with Battery/Class A Misdemeanor (0–1 year in jail if committed by an adult). NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of ignoring the problem are explored in the next scene.

10. **Scene 3:** Choose three different children to read the next scene (narrator, Samantha, and Alexis). NOTE: Again, you may choose to have children act out the violence, or let the narrator describe the action. Pass out script cards #3.

11. Class listens to the reading of **Scene 3**.

Script Card: Bullying 1, Scene 3

NARRATOR: The next day after school, Samantha was outside waiting for her bus when Alexis comes up to her again.

ALEXIS: Didn't I tell you to break up with Tyler, Samantha?

SAMANTHA: Look, Alexis, I'm sorry that Tyler isn't into you anymore. But I really like him and he likes me.

ALEXIS: Tyler loves ME! I told you what I was gonna do!

NARRATOR: Alexis attacks Samantha, punching her and pulling her hair. Samantha tries to defend herself.

12. **Consequences:** There is no decision to be made at this point. School officials attempt to break up the fight and due to the severity they call the police.

What do YOU think happened next?

Legal: [Example: Alexis could be charged with Battery/Class A Misdemeanor (0–1 year in jail if committed by an adult) and Disorderly Conduct/Class A Misdemeanor (0–1 year in jail if committed by an adult). Unfortunately, Samantha can also be charged with Disorderly Conduct/Class A Misdemeanor (0–1 year in jail if committed by an adult) for fighting.]

NOTE: Alexis and Samantha would be charged in Juvenile Court. Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction.

School: Be aware of what your school’s policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

IC 20-33-8-13.5 prohibits bullying on school grounds, off school grounds at a school activity, and traveling to or from school or a school activity. It also sets the guidelines for schools’ bullying policies.

Medical: [Example: Samantha suffered multiple bruises and scrapes, but nothing severe enough to warrant medical attention.]

Emotional: [Open discussion of possible emotional consequences to Alexis and Samantha.]

.....

Bullying Scenario 2: Jordan

(A boy becomes the target of bullies because he is different than the other students.)

NOTE TO PRESENTER: Be sure to investigate school policy on reporting bullying before beginning this scenario.

1. **Introduction:** Presenter reads the following paragraph aloud to class.

Jordan is a 12-year-old boy who doesn’t have many friends. He is an only child whose father is disabled and hasn’t been able to work for months. His mother works full time to support the family. The family is forced to move into public housing and cannot afford the nicest clothes and other material items.

2. **Scene 1:** Choose three children to read the parts of the narrator, Jordan, Bryce, and Dane. Pass out script cards (see page 44).
3. Class listens to the reading of **Scene 1**.

Script Card: Bullying 2, Scene 1

NARRATOR: Jordan is walking down the hall on his way to class carrying his books. Bryce, Dane, and Lamar are hanging out talking about the weekend and see Jordan. Bryce and Dane begin their daily torment.

BRYCE: Hey Dane, do you smell that?

DANE: Yeah, must be Jordan, looks like he hasn't showered all week and wears the same dirty clothes!

JORDAN: Leave me alone, you guys.

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Lamar do?

Decision A: Tell the other two kids to leave Jordan alone. When they continue teasing, Lamar pulls Jordan aside to make sure he is ok.

Decision B: Lamar doesn't want his friends to view him as weak so he doesn't get involved.

5. **Consequences:**

Decision A: If the majority vote goes with Decision A, describe your own school district's policies for bullying/threatening another student. Lamar talks to Jordan and tells him not to listen to what those guys say. After talking for awhile, they both find out they have a lot in common and start hanging out after school together. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of pretending not to notice become clear in the next scenes.

6. **Scene 2:** Choose five children to read the next scenario. (Narrator, Bryce, boy 1, boy 2, and boy 3. Jordan has no speaking part.) Pass out script cards #2.
7. Class listens to the reading of **Scene 2**.

Script Card: Bullying 2, Scene 2

NARRATOR: One day, Jordan goes into the locker room after swimming in gym class to take a shower and change clothes, and several of the boys start picking on him.

BRYCE: Come on guys, let's pull a prank on Jordan.

BOY 1: Yeah, let's get his clothes!

BOY 2: Put 'em in the toilet!

BOY 3: Get his cell phone first, then see if he has any money!

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Jordan do? What should other kids in the locker room do?

Decision A: Jordan talks to a teacher or his parents about what is going on. Some of the other kids should let the teacher know what is going on, or step in and try to stop the others from picking on Jordan.

Decision B: Jordan endures the torment, doing nothing and hoping things will improve. The other kids decide that this isn't their problem.

9. **Consequences:**

Decision A: Legal consequences: If this is taken to the police, Bryce and the others can be charged with Theft/Class D Felony (6 months–3 years in prison if committed by an adult) and Criminal Mischief/Class A Misdemeanor (0–1 year in jail if committed by an adult). NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

NOTE: Bryce and the others are charged in Juvenile Court. Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction. The Prosecutor could ask the Judge to waive them all to Adult Court on the Theft/Class D Felony charge if they are over 14 years of age.

Decision B: The consequences of enduring the torment will be explained in the next scene.

10. **Scene 3:** This scene is described by a narrator only. Pass out script cards #3.

11. Class listens to the reading of **Scene 3**

Script Card: Bullying 2, Scene 3

NARRATOR: Jordan was walking home from school. Bryce and Dane see him walking and decide to push Jordan around. They cause him to fall, dropping all of his books and landing on his face on the concrete resulting in a huge gash on his chin. Once Jordan gets home, he is feeling helpless and alone. He knows where his father keeps his gun.

12. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Jordan do?

Decision A: Jordan talks to his parents or his friends about what he has been going through. He tries to get help.

Decision B: Jordan decides to take the gun to school to protect himself. He threatens Bryce with the gun during lunch time.

13. **Consequences:** Read each decision paragraph aloud, and then ask children to predict what would be the legal, school-based, medical, and emotional ramifications

of each of these decisions. When the class has discussed each possibility fully, read any provided examples.

Decision A: Jordan's parents would either contact the police or school officials. Good friends would recommend the same. Bullying is a problem that is taken very seriously today.

What do YOU think happened next?

Legal: [Examples: Bryce and Dane can be charged with Battery/Class A Misdemeanor (0–1 year in jail if committed by an adult) because of the injury to Jordan's chin.

If Jordan's jaw is broken then Bryce and Dane could be charged with Battery/Class C Felony (2–8 years in prison if committed by an adult).]

NOTE: Bryce and Dane would be charged in Juvenile Court. Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction. They could also be ordered to pay for Jordan's medical bills. If Bryce and Dane are charged with the Battery/Class C Felony, the Prosecutor could ask the Judge to waive them to Adult Court.

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

IC 20-33-8-13.5 prohibits bullying on school grounds, off school grounds at a school activity, and traveling to or from school or a school activity. It also sets the guidelines for schools' bullying policies.

Medical: [Example: Jordan's injuries could vary from needing stitches to a broken jaw.]

Emotional: [Open discussion of possible emotional consequences to Jordan.]

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: If Jordan chooses to take a gun to school HE becomes a threat to public safety. Being the victim of bullies doesn't excuse such an action. The police are called to the school and Jordan is arrested.

What do YOU think happened next?

Legal: [Example: Jordan can be charged with Carrying a Handgun on School Property/Class C Felony (2–8 years in prison if committed by an adult) and Dangerous Possession of a Firearm/Class D

	Felony (6 months–3 years in prison if committed by an adult).]
NOTE:	Jordan would be charged in Juvenile Court. Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction. If Jordan had been over 16 years of age, his case would have been directly filed into Adult Court for Carrying a Handgun on School Property/Class C Felony. If he was 14 or 15 years old, the Prosecutor could have asked for his case to be waived to Adult Court.
School:	Be aware of what your school’s policy is on this issue, because some schools have a zero-tolerance stance on such behaviors. IC 20-33-8-13.5 prohibits bullying on school grounds, off school grounds at a school activity, and traveling to or from school or a school activity. It also sets the guidelines for schools’ bullying policies.
Medical:	[Example: Jordan's injuries could vary from needing stitches to a broken jaw.]
Emotional:	[Open discussion of possible emotional consequences to Jordan.]

Bullying Scenario 3: Skyler

(A girl uses the Internet to harass a classmate.)

NOTE TO PRESENTER: Be sure to investigate school policy on cyber bullying before beginning this scenario.

1. **Introduction:** Presenter reads the following paragraph aloud to class.
Skyler is a middle school girl who comes from a supportive family with two older siblings. She is involved in school athletics and has a good circle of friends.
2. **Scene 1:** This scene is described by a narrator only. Pass out script card (see page 45).
3. Class listens to the reading of **Scene 1**.

Script Card: Bullying 3, Scene 1

NARRATOR: Skyler was recently named captain of the school volleyball team. A teammate, Emily, is jealous that Skyler got captain over her. Emily feels that she deserves it more because she is more popular and prettier than Skyler.

Emily confronts Skyler in the locker room after practice one day and they get into an argument. The argument ends with both girls getting angry with each other, but Skyler shrugs it off and hopes that Emily will calm down.

Skyler goes home to check her social network page and notices Emily had posted hateful comments and rumors about Skyler becoming the captain.

4. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Skyler do?

Decision A: Skyler tells her mom about the online comments. She cancels her social network page.

Decision B: Skyler ignores the comments. She figures there's nothing she can do about it and figures that Emily got her nastiness out of her system and will let it go.

5. **Consequences:**

Decision A: If the majority vote goes with Decision A, describe your own school district's policies for bullying/threatening another student. Skyler's mom contacts Emily's parents, who then make her cancel her social network page and apologize to Skyler. Emily is still upset with Skyler, but stops harassing her at school. NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of ignoring the comments become clear in the next scenes.

6. **Scene 2:** This scene is described by a narrator only. Pass out script cards #2.
7. Class listens to the reading of **Scene 2**.

Script Card: Bullying 3, Scene 2

NARRATOR: Skyler goes to school the next day and none of her friends will talk to her. One friend finally tells Skyler that they are all scared of Emily and don't want to be her next target.

Emily starts texting Skyler threatening to post naked pictures of her from the locker room if she does not resign as the captain.

8. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Skyler do?

Decision A: Skyler tells the volleyball coach what has been happening. The coach sets a meeting up with Skyler's parents, the principal, and Emily and her parents.

Decision B: Skyler doesn't tell anyone about the threat.

9. **Consequences:**

Decision A: If the majority vote goes with Decision A, describe your own school district's policies for physical bullying. Skyler's mom contacts Emily's parents, who then make her cancel her social network page and apologize to Skyler. If Skyler and her mom go to the police about the constant threats, Emily could be charged with Harassment/Class B Misdemeanor (up to 180 days in jail if committed by an adult) and Intimidation/Class A Misdemeanor (0–1 year in jail if committed by an adult). If Emily takes naked photos of Skyler in the locker room without Skyler's permission and posts them, she could be charged with Child Exploitation/Class C Felony (2–8 years in prison if committed by an adult). If Emily is convicted of this charge, the Court could order her to register as a Sex Offender.

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: The consequences of ignoring the problem are explored in the next scene.

10. **Scene 3:** This scene is described by a narrator only. Pass out script cards #3.

11. Class listens to the reading of **Scene 3**.

Script Card: Bullying 3, Scene 3

NARRATOR: Skyler tells her best friend, Madison, that she is becoming concerned about Emily's threats, and that she is thinking about hurting herself.

12. **Decision time.** Ask children to reflect on the following question. Take a poll of the class and go with the majority.

What should Madison do?

Decision A: Madison agrees that Emily has crossed the line. She submits an anonymous complaint form to the principal's office and convinces Skyler to talk to her parents about seeking emotional help.

Decision B: Madison thinks that Skyler is being overdramatic and doesn't tell anyone about Skyler's fears.

13. **Consequences:** Read each decision paragraph aloud, and then ask children to predict what would be the legal, school-based, medical, and emotional ramifications

of each of these decisions. When the class has discussed each possibility fully, read any provided examples.

Decision A: Madison's anonymous report gets immediate results. Emily is called before the school principal. If the bullying is considered serious enough, police may be called in.

What do YOU think happened next?

Legal: [Examples: Emily could possibly be charged with Harassment/Class B Misdemeanor (up to 180 days in jail if committed by an adult) and Intimidation/Class A Misdemeanor (0–1 year in jail if committed by an adult), depending on what is said online.]

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

IC 20-33-8-13.5 prohibits bullying on school grounds, off school grounds at a school activity, and traveling to or from school or a school activity. It also sets the guidelines for schools' bullying policies.

Emotional: [Open discussion of possible emotional consequences to Skyler.]

NOTE: After showing the consequences of Decision A, also show how the situation might have changed had they chosen B.

Decision B: Madison ignores her friend's cry for help, and two days later Skyler swallows a bottle of her mom's pills. Her sister discovered her passed out in her bedroom. Skyler is rushed to the hospital.

What do YOU think happened next?

Legal: [Example: Emily is charged with Harassment/Class B Misdemeanor (up to 180 days in jail if committed by an adult) and Intimidation/Class A Misdemeanor (0–1 year in jail if committed by an adult). If Skyler dies from the overdose, Emily could be charged with Causing Suicide/Class B Felony (6–20 years in prison if committed by an adult).]

NOTE: Emily is charged in Juvenile Court. Some sentencing options the Judge has in Juvenile Court are: Probation, Secure Treatment Facility, and Juvenile Department of Correction. If Skyler dies, then the Prosecutor can ask the Judge to waive Emily to Adult Court for Causing Suicide.

School: Be aware of what your school's policy is on this issue, because some schools have a zero-tolerance stance on such behaviors.

IC 20-33-8-13.5 prohibits bullying on school grounds, off school grounds at a school activity, and traveling to or from school or a school activity. It also sets the guidelines for schools' bullying policies.

Medical: [Example: They were able to pump Skyler's stomach and she recovered. However, she will have long term nerve damage and suffer from seizures for the rest of her life.]

Emotional: [Open discussion of possible emotional consequences to Skyler, Madison, and Emily.]



This project was supported by Subgrant Numbers 2009-GP-BX-0033 and 2010-GP-BX-0010 Project Safe Neighborhoods Grant Programs, awarded by the United States Department of Justice, Office of Justice Programs, Bureau of Justice Assistance through the Indiana Criminal Justice Institute.

Appendix 1: Script Cards

Gangs—Scenario 1: Andy, Josh, and Nick (pages 3–7)

(Four copies)

Script Card: Gangs 1, Scene 1

NARRATOR: Josh and Andy are hanging out on Josh's porch before school. Nick comes outside to walk to school.

ANDY: Where ya going, Nick?

NICK: To school.

ANDY: Come over here for a second.

NARRATOR: Nick walks over.

ANDY: We think you should hang with us instead of going to school.

JOSH: Yeah, Nick, hang out with us!

NICK: That does sound more fun.

Script Card: Gangs 1, Scene 2

NARRATOR: The three boys continue to sit on Josh's porch. They start to get bored.

NICK: So what should we do?

JOSH: We could play some video games, but my system is dead.

ANDY: Yeah, mine too. Hey, I know of a house over on Boulevard that has a brand new game system.

JOSH: Yeah, let's check that out!

NARRATOR: Josh and Andy start to walk away, Nick hesitates.

ANDY: What are you scared of man? No one will be home.

Script Card: Gangs 1, Scene 3

NARRATOR: All three boys sneak through the backyard to the rear of the empty house.

ANDY: Nick, stay out here and let us know if you see anyone coming.

NARRATOR: Andy and Josh break a window and enter the house.

JOSH: I'll grab the game system. What about the games?

ANDY: Yeah, get some games, too. I'll get the TV off the wall.

JOSH: Hey look! There's a gun over there on that shelf.

ANDY: Oh, cool!

Gang—Scenario 2: Juan and Oscar (pages 7-10)

(Three copies)

Script Card: Gangs 2, Scene 1

NARRATOR: Juan and Oscar are walking down the street to go play basketball at the park with some buddies.

JUAN: Man, it's gonna be a hot one today.

OSCAR: Yeah. It will make for a good game though.

NARRATOR: They see a homeless man sitting on the street corner shaking a cup and asking people for money.

OSCAR: Hey, look at that guy over there!

JUAN: Oh, it's Salvador. He's always out here, begging for money. Hey, man... let's take it!

Script Card: Gangs 2, Scene 2

NARRATOR: Oscar walks up to the homeless man and starts talking to him so he is distracted. The homeless man explains that he is out of work and needs money to support his kids.

JUAN: Give me the money old man, or you'll get hurt.

NARRATOR: Juan tries to take his cup of money from him.

HOMELESS MAN: No, please don't! I'm just out here trying to support my family. I got laid off from work.

JUAN: Hey Oscar, stab him so I can get the money... Prove yourself!

Gangs—Scenario 3: Desmond and Roman (pages 10–14)

(Three copies)

Script Card: Gangs 3, Scene 1

NARRATOR: Roman and Desmond are walking out of school and they see Nathan, another student, getting on his bike. Roman suggests they jump Nathan and steal his bike.

Script Card: Gangs 3, Scene 2

DESMOND: Hey, nice bike. Our gang could really use one!

NATHAN: No, I just bought this. Go get your own.

DESMOND: We'd rather just take yours!

NARRATOR: Roman and Desmond surround Nathan and start punching him. A large group gathers to watch the fight, and they start cheering them on.

**GROUP OF
KIDS:** (Cheering)

Script Card: Gangs 3, Scene 3

NARRATOR: A teacher hears the cheering from her classroom and sees the fight going on. She calls the police. The fight continues, and the teacher tries to stop it.

TEACHER: Break it up, break it up!

**GROUP OF
KIDS:** (Continue to cheer on Desmond and Roman)

DESMOND: Get back here, Nathan!

NARRATOR: Desmond goes to hit Nathan and hits the teacher instead. The police then arrive. Officers speak with some of the students who witnessed the fight.

Dating Violence—Scenario 1: Jasmine and Danny (pages 14–18)

(Three copies)

Script Card: Dating Violence 1, Scene 1

NARRATOR: In the past few weeks Danny has been telling Jasmine she is spending too much time with her best friend Ashley and not enough time with him.

DANNY: Let's hang out tonight.

JASMINE: I can't tonight. I'm going to the mall with Ashley after school to get some new earrings.

DANNY: You just saw Ashley last night. You should spend more time with me, I'm your boyfriend! What? Is she more important to you than I am?

JASMINE: No, but she is my best friend...

Script Card: Dating Violence 1, Scene 2

NARRATOR: Jasmine and Danny are watching a movie at his house.

DANNY: Could this movie be any cheesier? This acting stinks!

JASMINE: Oh, he is my favorite actor. He is so cute!

DANNY: You think he's cuter than me?

JASMINE: Of course not.

DANNY: If you think he's so cute, go find someone more like him!!

JASMINE: I don't want to be with anyone else!!

DANNY: Shut up!! You are always lying!!

NARRATOR: Danny becomes so angry he hits Jasmine.

(NOTE: Third card on next page)

Script Card: Dating Violence 1, Scene 3

NARRATOR: The next day at school, Danny apologizes for what happened at his house. He tells Jasmine it won't happen again and gives her a bracelet. Jasmine forgives Danny. Two days later, the couple goes to a party with some friends. There, Danny sees Jasmine and Ashley talking to members of his basketball team.

DANNY: Come on Jasmine, we are leaving.

JASMINE: No, I'm not ready to leave.

DANNY: You're making me look bad and embarrassing me by flirting with these guys.

JASMINE: We weren't flirting, Danny, just talking about your upcoming game.

DANNY: I don't care! You don't need to be talking to anyone else. Come on, let's go.

JASMINE: NO!

NARRATOR: Danny drags Jasmine by her arm outside.

JASMINE: Stop, you're hurting me!

NARRATOR: Ashley comes outside and sees the argument. Danny pushes Jasmine into the car.

DANNY: Listen Jasmine, I love you. I don't want you to be with anyone else, ever! If you can't understand that then maybe you don't want to be with me.

NARRATOR: Danny pulls out a gun.

JASMINE: Danny, where did you get that? You're scaring me!

DANNY: If you're not going to be with me then you won't be with anyone!

Dating Violence—Scenario 2: Will and Tyra (pages 18–21)

(Three–five copies)

Script Card: Dating Violence 2, Scene 1

NARRATOR: Will and Tyra are at a party with their friends. Will is eating some chips.

TYRA: Will, I think you've had enough to eat. You're going to get even fatter if you keep eating!

WILL: Tyra, stop. I've only had a few chips.

TYRA: Yeah, right. You've been at the snack table all night!

WILL: No, I haven't. You're starting to make a scene.

TYRA: Who cares? Everyone knows how fat you've gotten since last year!

Script Card: Dating Violence 2, Scene 2

NARRATOR: Will pleads with Tyra to stop making fun of him in front of everyone at the party, but she continues. Everyone is beginning to stare and laugh at Will. Tyra gets louder and becomes physically and verbally abusive.

TYRA: Hey everyone, they just cut the cake. You better hurry if you want some before Will gets to it. He won't leave any for the rest of us!

WILL: Tyra, stop! Like I'm going to eat the entire cake!!

TYRA: Yeah, right, Will. We better keep an eye on you. Don't let Will eat all the cake!!

NARRATOR: Tyra pushes Will out of the way of the cake.

Script Card: Dating Violence 2, Scene 3

NARRATOR: Tyra and the kids around them continue to make fun of Will. The scene escalates.

Players act out the following events:

- Tyra slaps Will in the face, and continues to yell and make fun of him.
- Will pushes through the crowd with his head down, leaving the party.
- Will's friend Matt follows him out. They discuss Will's relationship with Tyra.
- Matt expresses his concerns. He thinks Tyra is nothing but bad news for Will.

Dating Violence—Scenario 3: Hannah and Trent (pages 21–24)

(Three copies)

Script Card: Dating Violence 3, Scene 1

NARRATOR: Hannah was getting ready for school one morning. Her mom, Janice, comes in to check on her.

JANICE: Are you ready, Hannah? It's time to leave for school.

HANNAH: Yeah, just a minute, Mom.

NARRATOR: Janice notices her daughter is dressing differently and not doing her hair and makeup.

JANICE: You're going to go to school like that? Why are you wearing one of your dad's old sweatshirts? And what have you done with your hair?

HANNAH: Trent says he likes the more natural look, no makeup and stuff.

Script Card: Dating Violence 3, Scene 2

NARRATOR: Janice and Hannah go out to lunch and shopping one Saturday afternoon. Trent called and texted Hannah at least 15 times during the lunch.

JANICE: Hannah, who keeps texting and calling you?

HANNAH: Trent.

JANICE: Is there an emergency? Why does he keep bugging you? What is so urgent that it can't wait until after we are done eating?

HANNAH: It's nothing, really. Trent likes to know what I'm doing, he's just checking in on me.

Script Card: Dating Violence 3, Scene 3

NARRATOR: Trent starts checking Hannah's social media and check-ins. Now he is showing up everywhere she goes, even when he is not invited. He shows up at all of her cheerleading practices, at the movies on a weekend night when she was out with her friends, and when she was out with her family for her grandma's birthday. This is starting to concern Hannah.

Bullying—Scenario 1: Samantha (pages 25–27)

(Three copies)

Script Card: Bullying 1, Scene 1

NARRATOR: Samantha is eating lunch in the school cafeteria when she is confronted by Alexis.

ALEXIS: So...Samantha. I hear you've started dating Tyler.

SAMANTHA: Yeah, we've been going out for about a month.

ALEXIS: I guess you don't know Tyler used to be with me. He still wants me.

SAMANTHA: I know you used to date, but he's with me now.

ALEXIS: So you think. But trust me, he'll be with me again. And if you don't break up with him, you're going to regret it. I'll make sure of it!

Script Card: Bullying 1, Scene 2

NARRATOR: A few days later, Samantha and Alexis see each other in the hallway. Alexis purposely slams her shoulder into Samantha, causing Samantha to drop all of her books and causing her pain in her shoulder.

OPTIONAL: Two children act out the scene. Have some classmates laugh at the incident, while others come to help Samantha gather her books.

Script Card: Bullying 1, Scene 3

NARRATOR: The next day after school, Samantha was outside waiting for her bus when Alexis comes up to her again.

ALEXIS: Didn't I tell you to break up with Tyler, Samantha?

SAMANTHA: Look, Alexis, I'm sorry that Tyler isn't into you anymore. But I really like him and he likes me.

ALEXIS: Tyler loves ME! I told you what I was gonna do!

NARRATOR: Alexis attacks Samantha, punching her and pulling her hair. Samantha tries to defend herself.

Bullying—Scenario 2: Jordan (pages 27–31)

(Five copies)

Script Card: Bullying 2, Scene 1

NARRATOR: Jordan is walking down the hall on his way to class carrying his books. Bryce, Dane, and Lamar are hanging out talking about the weekend and see Jordan. Bryce and Dane begin their daily torment.

BRYCE: Hey Dane, do you smell that??

DANE: Yeah, must be Jordan, looks like he hasn't showered all week and wears the same dirty clothes!

JORDAN: Leave me alone, you guys.

Script Card: Bullying 2, Scene 2

NARRATOR: One day, Jordan goes into the locker room after swimming in gym class to take a shower and change clothes, and several of the boys start picking on him.

BRYCE: Come on guys, let's pull a prank on Jordan.

BOY 1: Yeah, let's get his clothes!

BOY 2: Put 'em in the toilet!

BOY 3: Get his cell phone first, then see if he has any money!

Script Card: Bullying 2, Scene 3

NARRATOR: Jordan was walking home from school. Bryce and Dane see him walking and decide to push Jordan around. They cause him to fall, dropping all of his books and landing on his face on the concrete resulting in a huge gash on his chin. Once Jordan gets home, he is feeling helpless and alone. He knows where his father keeps his gun.

Bullying—Scenario 3: Skyler (pages 31–35)

(One copy)

Script Card: Bullying 3, Scene 1

NARRATOR: Skyler was recently named captain of the school volleyball team. A teammate, Emily, is jealous that Skyler got captain over her. Emily feels that she deserves it more because she is more popular and prettier than Skyler.

Emily confronts Skyler in the locker room after practice one day and they get into an argument. The argument ends with both girls getting angry with each other, but Skyler shrugs it off and hopes that Emily will calm down.

Skyler goes home to check her social network page and notices Emily had posted hateful comments and rumors about Skyler becoming the captain.

Script Card: Bullying 3, Scene 2

NARRATOR: Skyler goes to school the next day and none of her friends will talk to her. One friend finally tells Skyler that they are all scared of Emily and don't want to be her next target.

Emily starts texting Skyler threatening to post naked pictures of her from the locker room if she does not resign as the captain.

Script Card: Bullying 3, Scene 3

NARRATOR: Skyler tells her best friend, Madison, that she is becoming concerned about Emily's threats, and that she is thinking about hurting herself.